

St Joseph's School (Pleasant Point)
Pleasant Point, South Canterbury

Confirmed

Education Review
Report

24 August 2011

Richard Pattie
Chairperson
Board of Trustees
St Joseph's School, Pleasant Point
29 Afghan Street
Pleasant Point 7903

Tēnā koe Richard

Confirmed Education Review Report
St Joseph's School, Pleasant Point

Thank you for your response to our unconfirmed Education Review report.

I enclose your confirmed Education Review Report, which will also be on ERO's website two weeks after the date of this letter.

ERO welcomes your feedback on the usefulness of our review process for your school's improvement. I invite you to complete the ERO School Questionnaire on ERO's website (www.ero.govt.nz/Review Process/Schools and Kura Kaupapa Māori).

If you have any questions or concerns about this please contact me or the Review Services Manager at your local office

Nāku noa



Graham Randell
National Manager Review Services
Southern Region

christchurch@ero.govt.nz

Education Review Report:

St Joseph's School (Pleasant Point)

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. ERO's reports are intended to be clear, concise, constructive and evaluative. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements.

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

Findings

1 Context

What are the important features of this school's context that have an impact on student learning?

Students at St Joseph's School, Pleasant Point benefit from a well resourced learning environment and strong community support. Positive relationships and ongoing pastoral care are fostered throughout the school and community. The Catholic character underpins the school's values and students' learning. Most students travel to school by bus.

Since the June 2009 ERO review, there have been changes in staff and in the board. The principal has worked with the staff to effectively meet all of ERO's recommendations.

2 Learning

How well are students learning – engaging, progressing and achieving?

The majority of students achieve at and some above school expectations and National Standards in reading, writing and mathematics. The board's targets and strategic planning are clearly linked to raising student achievement. Students are well engaged in learning.

Staff and parents have high expectations for students' learning and behaviour. Teachers develop effective programmes to support students' progress and achievement. They use a range of strategies that focus and engage students effectively in learning. They use assessment information successfully to identify student learning needs. This data is used to plan programmes and report to parents regarding each student's progress and achievement.

The board provides appropriate resources, such as a range of information and communication technologies (ICT) and additional support staff, in response to the identified needs of students.

How well are Māori students learning – engaging, progressing and achieving?

Māori students achieve at similar levels to other students in the school. The special character and values of the school and community closely link to Māori values.

The board and staff recognise that they need to increase bicultural learning opportunities for students. The teachers' involvement in external professional development should continue to extend their knowledge and confidence in this area.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

The curriculum meets the school and community's high expectations for student learning and achievement. The professional leaders provide suitable guidelines and management systems for staff members to effectively plan and implement interesting programmes.

Staff members actively maintain a positive learning environment for students. They know students and their families well and provide appropriate individual support. Teachers undertake regular professional learning related to their teaching and school curriculum priorities.

Students are provided with a wide range of learning experiences that are relevant and interesting to extend their individual skills, interests and capabilities.

The senior leaders acknowledge, and ERO agrees, that it is time to review the school's definition of a gifted and talented student and the way that these students are identified, and tracked over time.

The school leaders are in the early stages of reviewing how learning areas other than English and mathematics are fully integrated into the curriculum. Teachers have made good progress developing a range of arts programmes. Guidelines for students' learning and assessment in science and in other learning areas are yet to be fully developed.

4 Sustainable Performance

How well placed is the school to sustain and improve its performance?

The board, principal and staff make effective use of high-quality self review. This is helping to sustain the school's positive performance and continuous improvement. The school's vision and values are clearly articulated, understood and agreed to by the community and staff.

The board's charter is focused on raising student achievement. The principal and teachers make good use of analysis of student data. This informs the board's targets, helps to improve teaching practices and identifies areas for teacher professional development.

There is a positive working relationship between the school and the board. Leadership roles are appropriately delegated for board and staff.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed an ERO Board Assurance Statement and Self-Audit Checklist. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- stand-downs, suspensions, expulsions and exclusions
- attendance.

When is ERO likely to review the school again?

ERO is likely to carry out the next review within three years.



Graham Randell
National Manager Review Services
Southern Region

24 August 2011

About the School

| | | |
|--------------------------------------|------------------------------------|------------|
| Location | Pleasant Point, South Canterbury | |
| Ministry of Education profile number | 3528 | |
| School type | Full Primary (Years 1 to 8) | |
| Decile ¹ | 8 | |
| School roll | 81 | |
| Gender composition | Boys 43; Girls 38 | |
| Ethnic composition | New Zealand European/Pākehā | 70 |
| | Māori | 9 |
| | Other ethnicities | 2 |
| Special Features | Catholic Integrated Primary School | |
| Review team on site | June 2011 | |
| Date of this report | 24 August 2011 | |
| Most recent ERO report(s) | Education Review | June 2009 |
| | Education Review | March 2006 |
| | Education Review | June 2003 |

¹ School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrate schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides